



MICHIGAN
SCHOOL IMPROVEMENT
FRAMEWORK RUBRICS

40 PERFORMANCE INDICATORS WITH EDITS

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Standards Alignment</p> <p>The local curriculum framework is based upon and organized around the adopted state and local curriculum documents.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Less than half of the local curriculum includes the Michigan Curriculum Framework Content Standards and Benchmarks, as well as Grade Level Content Expectations (GLCE) or course content expectations as appropriate. <input type="checkbox"/> The curriculum is not aligned to the standards but the school is in the process of aligning the core areas of English/Language Arts and Mathematics. 	<ul style="list-style-type: none"> <input type="checkbox"/> More than half of the local curriculum includes the Michigan Curriculum Framework Content Standards and Benchmarks or course content expectations as appropriate. <input type="checkbox"/> The curriculum for English/ Language Arts and Mathematics is aligned to the standards. <input type="checkbox"/> The alignment of the core areas of Science and Social Studies are in the process of being completed. 	<ul style="list-style-type: none"> <input type="checkbox"/> The local curriculum includes most of the Michigan Curriculum Framework Content Standards and Benchmarks as well as Grade Level Content Expectations (GLCE) or course content expectations as appropriate. <input type="checkbox"/> The core areas of English/Language Arts, Mathematics, Science and Social Studies are aligned to those standards. <input type="checkbox"/> Documentation for the Arts is in the process of being aligned. 	<ul style="list-style-type: none"> <input type="checkbox"/> All local curriculum includes 100% of the Michigan Curriculum Framework Content Standards and Benchmarks, as well as Grade Level Content Expectations (GLCE) or course content expectations as appropriate. <input type="checkbox"/> In addition to the curriculum for every core area being aligned to those standards the Arts has also been completed. <input type="checkbox"/> The school is in the process of aligning the curriculum for all additional areas taught including: Career and Employability Skills, Health Education, Physical Education, Technology and World Languages.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Curriculum documents	<input type="checkbox"/> The extent to which curriculum documents are aligned and referenced to the Michigan Curriculum Framework and Grade Level Content Expectations in various subject areas

NOTES

STRAND I: TEACHING FOR LEARNING

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

STANDARD 1: CURRICULUM

Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.

BENCHMARK B: COMMUNICATED

School/district curriculum is provided to staff, students, and parents in a manner that they can understand.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>1. Staff</p> <p>Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas.</p> <p>Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to the other.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The curriculum documents are available to staff. <input type="checkbox"/> Limited time has been made available for staff to discuss the documents beyond their individual classroom. 	<ul style="list-style-type: none"> <input type="checkbox"/> Although opportunities to understand the curriculum exist, they are limited in nature and occur primarily on an individual basis at individual grade levels only. 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff members examine and reflect on all curriculum documents. <input type="checkbox"/> A process is in place to share all aligned curriculum documents with all staff, and includes opportunities for questions and clarifications within and across grade levels. <input type="checkbox"/> Staff members are involved in frequent meetings that examine their own curricula and dialog about curriculum above and below their assigned grade level. 	<ul style="list-style-type: none"> <input type="checkbox"/> In order to provide cohesion of curriculum within and across grade levels and content areas, staff has a variety of opportunities to actively explore the curriculum and dialog with colleagues. <input type="checkbox"/> Alignment of the standards and benchmarks includes cross-referenced models so that teachers of all subject areas and grade levels can review the curriculum of the entire school.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Meeting agendas and minutes	<ul style="list-style-type: none"> <input type="checkbox"/> Extent of conversation centered around curriculum <input type="checkbox"/> Agendas that promote curricular discussions within and across grade levels
<input type="checkbox"/> Written curriculum documents	<input type="checkbox"/> Extent to which the written curriculum cross-references grade levels and content areas
<input type="checkbox"/> Communication avenues including newsletters, on-line communication, displays	<input type="checkbox"/> Extent to which the content of the communications includes references and descriptions of curriculum

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Students The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.	<input type="checkbox"/> Teachers provide an initial outline of a unit of study but the specific goals and objectives of the unit are not made clear to the students.	<input type="checkbox"/> While all teachers provide students with an initial unit outline, some teachers also preview the goals and objectives of the units of study with students.	<input type="checkbox"/> A process is in place for all teachers to preview the goals and objectives of the units of study with students. <input type="checkbox"/> A system is in place that provides all teachers with a developmentally-appropriate way of articulating the curriculum to their students.	<input type="checkbox"/> Teachers provide meaningful examples of real life application of the goals and objectives of each unit of study. <input type="checkbox"/> At the beginning of a unit of study, students are provided a clear understanding of how the goals and objectives will be assessed. <input type="checkbox"/> Documents written in student-friendly language are translated into other primary spoken and written languages of the school and are reviewed orally.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Course descriptions	<input type="checkbox"/> Sophistication and clarity of language employed <input type="checkbox"/> Accommodations for non-English speakers
<input type="checkbox"/> On-line communications	<input type="checkbox"/> Ability of students to easily access specific information related to the curriculum or courses being taken
<input type="checkbox"/> Competency profiles and syllabi	

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STRAND I: TEACHING FOR LEARNING

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

STANDARD 2: INSTRUCTION

Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Content Appropriateness The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.	<input type="checkbox"/> The content of the textbooks employed by the school drive the curriculum. The school has not attended to the alignment of the materials in the texts to the scope and sequence of the district.	<input type="checkbox"/> Some staff members have taken the initiative to plan their lessons based upon the curriculum framework/content expectations. <input type="checkbox"/> Curriculum is being written with attention being paid to articulation within grade levels and content areas.	<input type="checkbox"/> Classroom teachers base their lessons on the district's written curriculum. <input type="checkbox"/> The school has structures in place for classroom teachers within and across grade levels and content areas to plan appropriate instructional practices for their common curriculum.	<input type="checkbox"/> Classroom instruction is consistent with the curricular scope and sequence and teachers base their content decisions on a dialog among teachers using data from the examination of student work, student and schoolwide assessments. <input type="checkbox"/> Standards-aligned, field-tested and published resources are adopted where appropriate. <input type="checkbox"/> Grade level curriculum and/or course of study/ content expectations are aligned and clearly documented.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Curriculum calendars/pacing guides/lesson plans	<input type="checkbox"/> Alignment of instructional activities with scope and sequence
<input type="checkbox"/> Adopted texts and other resources	<input type="checkbox"/> Materials are aligned with standards and field-tested
<input type="checkbox"/> Meeting agendas and minutes	<input type="checkbox"/> Written documentation of curriculum planning within and across grade levels
<input type="checkbox"/> Written units/instructional plans	<input type="checkbox"/> Alignment with grade level & course content & district curriculum
<input type="checkbox"/> Observational protocols	<input type="checkbox"/> Consistency of use of higher order thinking skills and demonstration of high expectations for student success

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SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Developmental Appropriateness Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students that results in a curriculum that allows students to derive meaning from all of their educational experiences.	<input type="checkbox"/> The delivery of instruction is driven by the need to cover the content of the entire scope and sequence of the grade level or subject. As a result, little time is devoted to considering instructional practice that is developmentally appropriate.	<input type="checkbox"/> Less than half of the adopted curriculum is developmentally appropriate with attention being paid to age-appropriate characteristics, cultural differences, learning styles and individual learner abilities. <input type="checkbox"/> Fewer than half of the teachers in the school are consistent in the use of developmentally-appropriate instructional practice. This includes the use of strategies such as differentiating instruction and providing active learning opportunities.	<input type="checkbox"/> The majority of the adopted curriculum is developmentally appropriate instruction with attention being paid to cultural differences, learning styles and individual learner abilities. <input type="checkbox"/> Over half of the teachers in the school are consistent in the use of developmentally-appropriate instructional practice. This includes the use of strategies such as differentiating instruction and providing active learning opportunities.	<input type="checkbox"/> All of the adopted curriculum is developmentally appropriate instruction with attention being paid to cultural differences, learning styles and individual learner abilities. <input type="checkbox"/> All teachers in the school are consistent in the use of developmentally-appropriate instructional practice. This includes the use of strategies such as differentiating instruction and providing active learning opportunities.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Instructional plans/lesson plans	<input type="checkbox"/> Variety of instructional activities and options for individual learners; relevant activities; activities demonstrating recognition of cultural differences; cooperative group instruction
<input type="checkbox"/> Curriculum guides	<input type="checkbox"/> Multiple approaches to instruction; relevant curriculum
<input type="checkbox"/> Observational protocols	<input type="checkbox"/> Variety of instructional approaches; relevance of activities; cooperative group instruction; engagement of learners

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SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Reflection and Refinement A collaborative culture that incorporates a philosophy of continuous improvement exists at the school. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.	<input type="checkbox"/> The bulk of the reflection and refinement that occurs at the school is focused on the improvement of classroom and school procedures and policies.	<input type="checkbox"/> Teams of teachers meet together on a regular basis. Although some discussion focuses on the improvement of instruction, the majority of time is spent either on procedural issues and individual student issues.	<input type="checkbox"/> School improvement is based upon grade level/content area collaborative teams which meet for the purpose of gathering data, analyzing information and making school-wide decisions regarding changes in instructional practices. <input type="checkbox"/> Professional development decisions are based upon input from the collaborative school improvement teams.	<input type="checkbox"/> The school is organized around interdisciplinary and/or cross-grade level collaborative teams that review the effectiveness of instructional practices. <input type="checkbox"/> A continuous improvement process is in place whereby the interdisciplinary and/or cross-grade level collaborative teams gather data, analyze information, and make decisions to modify instructional practice including lesson plans and units. <input type="checkbox"/> Decisions regarding modification of instruction incorporates input from assessment data, students, parents and knowledgeable colleagues and research. <input type="checkbox"/> Instructional improvement and the content of professional development is aligned. Support measures have been put in place such as demonstration classrooms, peer coaching and professional study groups.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Agendas, meeting minutes	<input type="checkbox"/> Record of decisions made, process leading up to the decisions, record of individuals involved in the decisions and data employed to inform the decision
<input type="checkbox"/> Committee lists	<input type="checkbox"/> Committee membership and meeting schedules
<input type="checkbox"/> Current and historical instructional plans	<input type="checkbox"/> Changes in plans over time
<input type="checkbox"/> Survey Data	<input type="checkbox"/> Reports of decision-making process by stakeholder group
<input type="checkbox"/> Professional development plan	<input type="checkbox"/> Professional development based upon instructional improvement; professional development structures employed

NOTES

STRAND I: TEACHING FOR LEARNING

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

STANDARD 2: INSTRUCTION

Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.

BENCHMARK B: DELIVERY

Instructional practices are used to facilitate student learning.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Delivered Curriculum The school assures that students have the supports they need to meet the required standards. Teachers expect and provide opportunities for students to use many and varied approaches to demonstrate competency. The school continuously adapts curriculum, instruction and assessments to meet its students' diverse and changing needs.	<input type="checkbox"/> Current instructional practices are seen to be the best methods to deliver a large amount of content over time. In addition, the school believes that its current modes of instructional practice are best suited to the student population that it serves.	<input type="checkbox"/> The delivered curriculum is designed for the average ability range of the student population.	<input type="checkbox"/> A system is in place that allows for teams of teachers to have a dialog about instructional practices based upon the schools's curriculum framework. <input type="checkbox"/> In order to improve student success in meeting the standards, teachers employ a variety of instructional strategies geared to meet the varied needs of the student population.	<input type="checkbox"/> A formal process is in place to monitor curriculum delivery in the classroom and occurs in an on-going, scheduled manner. This process provides data that results in modifications to the school's delivered curriculum. <input type="checkbox"/> Teachers agree to employ a variety of common instructional strategies as appropriate in all their lessons designed to meet the varied needs of the student population. <input type="checkbox"/> Evidence exists that the delivered curriculum is based upon essential content and demonstrates that new units of study build upon information taught in prior units. <input type="checkbox"/> The school provides a variety of structures to support those students who require them in order to successfully achieve the district or state standards.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Meeting agendas and minutes	<input type="checkbox"/> Discussions and decisions made regarding instructional strategies and curriculum
<input type="checkbox"/> Observational protocols	<input type="checkbox"/> Records of instructional practices across the school
<input type="checkbox"/> Curriculum and unit plans	<input type="checkbox"/> Documentation of connections between units
<input type="checkbox"/> School schedule/staff list	<input type="checkbox"/> Staffing and scheduling demonstrating support for targeted students
<input type="checkbox"/> Teacher/student artifacts	<input type="checkbox"/> Demonstration of differentiated lessons and assignments

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SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Best Practice</p> <p>There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.</p>	<input type="checkbox"/> Instructional practices at the school emphasize the memorization of content and repeated practice of isolated skills. Staff believe that all learners should be exposed to the same strategies regardless of learning style or cultural background.	<input type="checkbox"/> The instructional plans of some staff members are written to take into account the diverse needs of their students. <input type="checkbox"/> Individual teachers are exploring best practice and are beginning to implement new strategies in the classroom.	<input type="checkbox"/> Some instructional plans have components built from insights on modern learning research, such as activities that activate prior student understanding, teaching of metacognition and/or those that provide opportunities for students to practice higher-level thinking using their mastery of standards-aligned content knowledge. <input type="checkbox"/> Technology is an important component in the differentiation of instructional practices.	<input type="checkbox"/> All instructional plans have components built from insights on modern learning research, such as activities that activate prior student understanding, teaching of metacognition and/or those that provide opportunities for students to practice higher-level thinking using their mastery of standards-aligned content knowledge. <input type="checkbox"/> Structured practices are in place for staff to research and implement best practice instructional strategies. Written documentation exists outlining the best practice strategies implemented including the effective use of technology. <input type="checkbox"/> A system is in place to monitor and evaluate the effectiveness of best practice strategies being employed at the school. <input type="checkbox"/> Instructional practices are selected to align to the type of learning target (knowledge, reasoning, skill, performance or disposition) of the benchmark(s) and the matched assessment method(s) selected.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Teacher surveys	<input type="checkbox"/> Results describing the impact of best practices on enacted curriculum
<input type="checkbox"/> Curriculum maps	<input type="checkbox"/> Display of content standards, assessments, instructional strategies and technology support
<input type="checkbox"/> Classroom walk-through journals	<input type="checkbox"/> Documentation of best practices strategies being implemented
<input type="checkbox"/> School improvement plan/committee structures	<input type="checkbox"/> Systems and structures for professional learning in place
<input type="checkbox"/> Minutes/action plans	<input type="checkbox"/> Description of professional learning community structures being implemented and actions taken
<input type="checkbox"/> Instructional plans	<input type="checkbox"/> Incorporation of best practices into written plans

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SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Student Engagement School staff believe that active student engagement is a key feature of their school and there is an expectation that all teachers at the school will design lessons and assessments that engage their students.	<input type="checkbox"/> Classroom instruction emphasizes primarily memorization and rote learning. <input type="checkbox"/> Few opportunities are provided for students to apply their knowledge in a real world context.	<input type="checkbox"/> Some opportunities are provided for students to apply knowledge in a real world context. <input type="checkbox"/> Some lessons are taught that emphasize higher order thinking skills.	<input type="checkbox"/> Frequent opportunities are provided for students to apply knowledge in a real world context. <input type="checkbox"/> Some cross-curricular integrated units of instruction are taught. <input type="checkbox"/> Many lessons are taught that emphasize higher order thinking skills and some units take into account multiple aptitudes, learning styles and intelligences.	<input type="checkbox"/> It is routine practice in all classrooms that students are provided opportunities to apply curricular concepts in a real world context. <input type="checkbox"/> Staff members provide students with a variety of cross-curricular, integrated units of instruction. <input type="checkbox"/> Structures are in place to insure that high level thinking skills are emphasized throughout the curriculum and instructional strategies are employed that take into account multiple aptitudes, learning styles and intelligences. <input type="checkbox"/> Assessments employed provide students with authentic opportunities to demonstrate their mastery of the standards.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Community Surveys	<input type="checkbox"/> Use of community resources within and outside the classroom
<input type="checkbox"/> Classroom walk-through journals	<input type="checkbox"/> Extent to which students are engaged in learning across classrooms; teacher use of higher order thinking skills; use of relevant curriculum
<input type="checkbox"/> Assessments employed	<input type="checkbox"/> Extent to which assessments employ application and demonstration of knowledge and skills

NOTES

STRAND I: TEACHING FOR LEARNING

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

STANDARD 3: ASSESSMENT

Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.

BENCHMARK A: ALIGNED TO CURRICULUM AND INSTRUCTION

Student assessments are aligned to the school's curricula and instruction.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Alignment/ Content Validity Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)	<input type="checkbox"/> Local assessments administered at the school are designed by individuals or teams with no procedures in place to examine their alignment or content validity.	<input type="checkbox"/> Some assessments that are used at the school are designed to match the measurement method to the appropriate type of learning target. <input type="checkbox"/> Individuals within the school examine their assessments for bias.	<input type="checkbox"/> The majority of assessments that are used at the school are designed to match the measurement method to the appropriate type of learning target. <input type="checkbox"/> There is evidence that attention has been paid to the elimination of bias in assessments administered at the school. <input type="checkbox"/> Assessments comply with a majority of the assessment standards of the Michigan Curriculum Framework.	<input type="checkbox"/> All assessments that are used at the school are designed to match the measurement method to the appropriate type of learning target. <input type="checkbox"/> Procedures are in place to assure that all assessments administered at the school have been critically reviewed for bias. <input type="checkbox"/> Assessments comply with the assessment standards of the Michigan Curriculum Framework. <input type="checkbox"/> A process is in place for all assessments conducted to assure that the concepts sampled on the assessment are an accurate reflection of the important concepts covered within the curriculum.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Formative and summative assessments	<input type="checkbox"/> Extent of alignment with district curriculum and Michigan Curriculum Framework; extent to which assessment reflects curricular content covered
<input type="checkbox"/> Committee minutes	<input type="checkbox"/> Description of process used to adopt and analyze assessments
<input type="checkbox"/> Written curriculum	<input type="checkbox"/> Match between assessment method and learning target

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SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Multiple Measures The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.	<input type="checkbox"/> The instructional staff relies primarily on standardized assessments and end-of-semester grades to evaluate student learning.	<input type="checkbox"/> The instructional staff evaluates student learning primarily through the use of summative assessments (e.g., MEAP, MI-Access, end of unit test, quarter/semester grades.) <input type="checkbox"/> Most formal assessments employed are aligned to the curriculum framework.	<input type="checkbox"/> The instructional staff evaluates and monitors student learning through the use of summative assessments (e.g., classroom-based, district, MEAP, MI-Access, end of unit test, quarter/semester grades.) <input type="checkbox"/> Most formal assessments employed are aligned to the curriculum framework.	<input type="checkbox"/> All instructional staff consistently evaluate and monitor student learning through the systematic use of multiple types of summative assessments (e.g., classroom-based, district, MEAP, MI-Access, end of unit test, quarter/semester grades.) <input type="checkbox"/> In addition to the use of multiple summative assessments, teachers systematically employ multiple formative assessments (e.g., benchmark assessments, student portfolios, teacher-designed assessments) to target areas requiring individualized instruction for students and/or small groups. <input type="checkbox"/> All formal assessments employed are aligned to the curriculum framework.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Teacher and administrator surveys	<input type="checkbox"/> Description of range and types of assessments employed in the classroom and at the school
<input type="checkbox"/> Formative and summative classroom assessments	<input type="checkbox"/> Listing of types employed and frequency of use

STRAND II: LEADERSHIP

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

STANDARD 1: INSTRUCTIONAL LEADERSHIP

School leaders create and sustain a context for learning that puts students' learning first.

BENCHMARK A: EDUCATIONAL PROGRAM

School leaders are knowledgeable about the school's educational programs and act on this knowledge.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>1. Knowledge of Curriculum, Instruction and Assessment</p> <p>School leaders are regarded as experts within and outside their school and are frequently consulted by others who are making decisions regarding curriculum, instruction or assessment.</p>	<p>□ School leaders focus the majority of their attention on management. They rely on the staff to make the decisions regarding the improvement of teaching and learning.</p>	<p>□ Although they are active participants on school improvement teams, school leaders have limited knowledge of curriculum, instruction or assessment. They rely primarily on others for expertise.</p> <p>□ School leaders are working to improve their knowledge of curriculum, instruction and assessment through participation in professional development.</p>	<p>□ School leaders are frequently consulted in decisions regarding curriculum, instruction and/or assessment within the school.</p> <p>□ School leaders demonstrate their knowledge of curriculum, instruction and assessment by providing other staff with research, material resources and appropriate professional development activities based upon the school's improvement goals.</p>	<p>□ School leaders are frequently requested as consultants in curriculum, instruction and/or assessment within and outside of the school.</p> <p>□ Based upon their expertise of curriculum, instruction and assessment, school leaders create systems and organizational frameworks that support school improvement efforts.</p> <p>□ School leaders demonstrate their knowledge of curriculum, instruction and assessment by modeling best practice strategies in the classroom and through their everyday activities.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
□ Resumes	□ Workshops attended; participation in study groups; presentations made
□ Committee minutes	□ School leaders' suggested readings
□ Certification requirements	□ Coursework, conference & workshop attendance

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>5. Knowledge of Adult Learning</p> <p>School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.</p>	<p><input type="checkbox"/> School leadership provides common learning experiences for all adults within the school with little input from those involved. There are limited opportunities for dialog and no organized structures are in place to assist staff members to practice the learning.</p>	<p><input type="checkbox"/> School leaders provide a variety of adult learning topics and they provide support for follow-through of the professional development experiences. Application of the concepts covered is dependent on individual initiative.</p>	<p><input type="checkbox"/> School leaders demonstrate their understanding that adults learn best when given the opportunity to direct their own learning through the provision of professional development initiatives that are varied and provide the opportunity for incorporation of the content into daily practice.</p>	<p><input type="checkbox"/> School leaders have provided a variety of structures from which staff can choose when participating in the school's professional development program.</p> <p><input type="checkbox"/> School leaders have designed structures to assure the successful transfer of learning into practice including opportunities to receive feedback on teaching strategies, observe exemplary practices and reflect on practice.</p> <p><input type="checkbox"/> School leaders have instituted professional learning communities throughout the school and have provided common time during the contracted school day for the teams to meet.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Professional development plans and activities	<input type="checkbox"/> Extent to which plans and activities are staff-driven and based upon adult learning needs; variety of activities and structures provided
<input type="checkbox"/> School schedule	<input type="checkbox"/> Use and structure of non-instructional time
<input type="checkbox"/> Teacher evaluations	<input type="checkbox"/> Evidence of transfer of learning into practice and teacher input

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SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>7. Focus on Student Results</p> <p>School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.</p>	<input type="checkbox"/> Staff members either individually or in small groups are responsible for interpreting and acting on data.	<input type="checkbox"/> School leaders stress the importance of student achievement data to guide school improvement.	<input type="checkbox"/> School leaders provide a data-based decision-making structure to focus on student achievement. <input type="checkbox"/> School leaders consider data from multiple sources when guiding school improvement.	<input type="checkbox"/> School leaders assure that all decisions regarding changes in curriculum and instruction are based on data. <input type="checkbox"/> School leaders structure decision-making so the impact on student achievement is the most important determinant of changes in curriculum, instruction and assessment. <input type="checkbox"/> School leaders focus the school staff on the interpretation of multiple measures of disaggregated data to drive school improvement.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Meeting agendas and minutes	<input type="checkbox"/> Use of student data in meetings; extent to which instructional and curricular decisions are data-based
<input type="checkbox"/> School schedule and calendar	<input type="checkbox"/> Extent to which schedule and calendar is based upon analysis of data
<input type="checkbox"/> Student schedules	<input type="checkbox"/> Flexibility based upon student data-based needs
<input type="checkbox"/> School's annual report	<input type="checkbox"/> Examples of a variety and types of data describing student results
<input type="checkbox"/> School improvement plan	<input type="checkbox"/> Data disaggregated to demonstrate and explain student progress

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STRAND II: LEADERSHIP

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

STANDARD 1: INSTRUCTIONAL LEADERSHIP

School leaders create and sustain a context for learning that puts students' learning first.

BENCHMARK B: INSTRUCTIONAL SUPPORT

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Monitoring School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.	<input type="checkbox"/> School leaders regard their role to be primarily one of teacher supervision. They visit the classrooms periodically or as needed.	<input type="checkbox"/> School leaders make structured classroom visits based upon the requirements of the district and the teacher contract and other visits as necessary. <input type="checkbox"/> School leaders participate on school committees.	<input type="checkbox"/> School leaders are frequently in the classrooms and hallways monitoring behavior and instruction and interacting with the staff and students. <input type="checkbox"/> School leaders are active participants on school committees. In addition, they provide these committees with information gathered during their monitoring efforts of the entire school program.	<input type="checkbox"/> School leaders have a constant visible presence throughout the entire school including the hallways and classrooms. <input type="checkbox"/> School leaders have developed and employ in daily practice, a systematic record-keeping system that provides data on their monitoring efforts for the purpose of informing school improvement. <input type="checkbox"/> School leaders provide meaningful and frequent feedback to staff and students, and school committees regarding data gathered from their monitoring efforts. <input type="checkbox"/> School leaders model in their own monitoring behavior the high expectations they have for staff and students.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Administrative classroom observation logs	<input type="checkbox"/> Records of observations and description of actions taken as a result of observations
<input type="checkbox"/> School policies and procedures	<input type="checkbox"/> Documentation of collection of lesson plans and grade books
<input type="checkbox"/> Meeting minutes	<input type="checkbox"/> Extent to which school leaders initiate and participate in a discussion of student progress and grade reports
<input type="checkbox"/> Surveys	<input type="checkbox"/> Stakeholders' opinions regarding extent to which school leaders hold high expectations for all; extent to which school leaders are reported to provide meaningful and frequent feedback

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>4. Clear Expectations</p> <p>School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.</p>	<input type="checkbox"/> School leaders believe that staff members should be free to teach in the way that best suits them. As a result, they do not provide a clear message regarding teaching and learning.	<input type="checkbox"/> School leaders agree to deliver a common message about teaching and learning in all of their school meetings and community events. <input type="checkbox"/> School leaders rely on all school events such as open house or student orientation to pass along information regarding school policies and procedures.	<input type="checkbox"/> School leaders extend on the message of high expectations for learning by actively participating with the staff in an on-going school-wide dialog about the instructional goals. <input type="checkbox"/> School leaders communicate periodically with staff, students, parents and the community so that all school policies and procedures are clearly understood. <input type="checkbox"/> The majority of students and parents report that school leaders consistently and fairly apply all school rules.	<input type="checkbox"/> School leaders are clear and consistent with the message that all efforts at the school are to focus on student learning and they expect that all instructional decisions made support the goals of the school improvement plan. <input type="checkbox"/> School leaders communicate frequently orally and in writing with staff, students, parents and the community in order to assure that all school policies and procedures are clearly understood. <input type="checkbox"/> Students and parents report that school leaders consistently and fairly apply all school rules.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Meeting minutes	<input type="checkbox"/> Written list of expectations for teaching
<input type="checkbox"/> Parent communications; other written communications	<input type="checkbox"/> Evidence of high expectations for students and staff; clear statement of policies and procedures
<input type="checkbox"/> Mission statement	<input type="checkbox"/> Evidence of high expectations
<input type="checkbox"/> Survey	<input type="checkbox"/> Extent to which school leaders are perceived as consistently and fairly applying school rules

NOTES

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Meeting agendas/minutes	<input type="checkbox"/> Evidence of collaborative practices
<input type="checkbox"/> Grade/departmental curriculum maps	<input type="checkbox"/> Extent to which maps cut across and connect with other subject areas and grade levels
<input type="checkbox"/> Documentation of inquiry practices including logs and videos	<input type="checkbox"/> Demonstration of quality and extent of inquiry practices employed

NOTES	

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>5. Data-Driven Culture</p> <p>All decisions affecting student achievement are based on data. All instructional staff are involved in this data-based decision-making which incorporates data from state, district, school and classroom assessments.</p>	<input type="checkbox"/> Data on school-wide achievement is reviewed and interpreted by a representative committee at the school. Classroom teachers are expected to consider this data in their own instructional decision-making.	<input type="checkbox"/> The school improvement committee bases its action plan primarily on the analysis of state and district assessments. Data summations are distributed to all staff members but assistance in interpreting it is limited.	<input type="checkbox"/> The school improvement committee bases its action plan on the analysis of state, district, school and classroom assessment information to: plan changes in the instructional program; set curricular priorities directed at assuring that all students meet high standards; achieve the criteria for adequate yearly progress and analyze the effectiveness of programs over time.	<input type="checkbox"/> All staff members are involved in collaborative teams that analyze state, district, school and classroom assessment information to: plan instruction; set curricular priorities directed at assuring that all students meet high standards; work toward achievement of the criteria for adequate yearly progress and analyze the effectiveness of programs over time. <input type="checkbox"/> On-going support is provided for all staff members and teams to refine their skills in the use of data to make decisions that affect individual students and school programs.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School improvement and/or state and district reporting data	<input type="checkbox"/> Variety of data accessible to staff; extent to which data is user-friendly; extent to which comparative data over time is available
<input type="checkbox"/> NCA/School improvement plans	<input type="checkbox"/> Extent to which data is used to determine appropriate best practices
<input type="checkbox"/> Committee meeting agendas/minutes	<input type="checkbox"/> Data-based discussions and actions taken as the result of data analysis
<input type="checkbox"/> Professional development plans	<input type="checkbox"/> Content that focuses on developing skill in the interpretation and use of data

NOTES

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>6. Collaborative Decision-Making Process</p> <p>Membership on the school improvement committees is a common expectation for all teachers, administrators and support staff.</p> <p>Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.</p>	<ul style="list-style-type: none"> □ Staff members are represented on some school improvement committees. They have been recruited by the administration. □ Instructional decisions are made by the administration with input from the committee members. 	<ul style="list-style-type: none"> □ There is an effort by the administration to have staff members represented on many of the school improvement committees. □ Input for decisions about curriculum and instruction is gathered primarily from the instructional staff. 	<ul style="list-style-type: none"> □ School leaders provide a structure in which major decisions affecting curriculum and instruction are made collaboratively. □ School leaders provide opportunities for sharing of collaborative decisions with all staff. 	<ul style="list-style-type: none"> □ School leaders assure that all major decisions affecting curriculum and instruction are made collaboratively with any staff member impacted by the decision included in the process. □ Staff members report a clear sense of efficacy in decisions that are made.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Minutes from School improvement/Title I meetings	<input type="checkbox"/> Documentation of collaborative decision-making; impact of discussion of instructional decisions
<input type="checkbox"/> School communication tools	<input type="checkbox"/> Extent of communication regarding decisions
<input type="checkbox"/> Surveys	<input type="checkbox"/> Staff attitudes toward decision-making process

NOTES	

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
4. Monitored Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff frequently collaborate to make adjustments in the plan based upon the data analyzed.	<input type="checkbox"/> The school leadership has the primary responsibility for the monitoring of the school improvement plan strategies and do so without input from the rest of the staff.	<input type="checkbox"/> School leaders and appointed committees monitor the over-all results of the school improvement plan through an analysis of the data informing the plan.	<input type="checkbox"/> Each semester, staff committees monitor the over-all results of the school improvement plan through an analysis of the data informing the plan. <input type="checkbox"/> Members of the action teams implementing the specific goals and strategies contained within the school improvement plan, are provided data that annually results in adjustments to the strategies being employed.	<input type="checkbox"/> Staff committees closely monitor over-all results of the school improvement through an on-going analysis of the data informing the plan. <input type="checkbox"/> Members of the action teams implementing the specific goals and strategies contained within the plan take the responsibility for monitoring the success of their individual team goals and adjust strategies accordingly.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School Improvement plan and process employed in its development	<input type="checkbox"/> Frequency of review and adjustment of the plan; timelines in place to reflect monitoring of strategies and activities; data that is gathered to measure success toward goals
<input type="checkbox"/> Lesson plans	<input type="checkbox"/> Demonstration of adjustment of lessons based upon feedback from school improvement plan
<input type="checkbox"/> Minutes of action teams	<input type="checkbox"/> Details of monitoring process

NOTES

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
4. Time Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders develop the weekly schedule with a high priority placed on collaborative team planning time within the school day.	<input type="checkbox"/> The school schedule has been designed based upon tradition. Convenience for adults is the primary driving force in the allocation of time at the school level.	<input type="checkbox"/> Staff is aware of the importance of efficient use of time and its impact on student achievement. They are beginning to address the importance of looking at the use of time beyond their own instructional programs.	<input type="checkbox"/> School leaders use data to make decisions on time allocation. <input type="checkbox"/> A high priority is placed upon designating common collaborative team planning time during the school day and every attempt is made to provide this.	<input type="checkbox"/> School leaders base all of their decisions on the allocation of instructional time on data gathered from the school improvement plan and related research. <input type="checkbox"/> School leaders assure that staff has common collaborative team meeting time built into the weekly schedule. Agendas are written and followed to assure this time is used efficiently. <input type="checkbox"/> Data is gathered on a regular basis on the effectiveness of meetings and activities that involve staff planning time and school leaders make a continuous effort to assure that this time is spent in an efficient and productive manner. <input type="checkbox"/> Time issues that are barriers to student learning are identified and reduced or eliminated.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School schedule; school calendar	<input type="checkbox"/> Coherence of school schedule and calendar with school improvement plan
<input type="checkbox"/> District strategic plan	<input type="checkbox"/> Alignment of school schedule and classroom instructional time with district goals
<input type="checkbox"/> School improvement plan	<input type="checkbox"/> Goals related to time use or time allocation

NOTES

STRAND III: PERSONNEL & PROFESSIONAL LEARNING

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes and beliefs necessary to create a culture with high levels of learning for all.

STANDARD 1: PERSONNEL QUALIFICATIONS

School/district staff qualifications, knowledge and skills support student learning.

BENCHMARK B: SKILLS, KNOWLEDGE AND DISPOSITIONS

Staff has the professional skills to be effective in their positions.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Content Knowledge Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.	<input type="checkbox"/> Staff are frequently required to teach outside their area of content knowledge. <input type="checkbox"/> Staff do not have discretion in the choice of professional development activities.	<input type="checkbox"/> The majority of teaching staff demonstrate competency in their content area and/or grade level through their individual teaching practices. <input type="checkbox"/> Most staff members update their content knowledge through accessing professional development opportunities.	<input type="checkbox"/> All teaching staff demonstrate competency in their content area and/or grade level through teaching practices and staff collaboration. <input type="checkbox"/> Staff members attend periodic staff development offerings to enhance their content knowledge and frequently apply the new knowledge in classroom practice.	<input type="checkbox"/> All teaching staff demonstrate through teaching practices and collaborative staff interactions that they have extensive knowledge within their content area and/or grade level. <input type="checkbox"/> Staff members are requested as consultants by educators from other schools and districts. <input type="checkbox"/> Staff members frequently update their content knowledge through accessing a variety of professional development opportunities and demonstrate that they are consistently applying the new knowledge in the classroom.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Professional development plan and records	<input type="checkbox"/> Professional development focusing on content knowledge based on needs assessment of teachers; information made available to teachers for distance learning
<input type="checkbox"/> Observational protocols	<input type="checkbox"/> Extent to which teachers demonstrate expertise in their content area/grade level; demonstration of knowledge derived from professional development
<input type="checkbox"/> Teacher resumes	<input type="checkbox"/> Description of leadership roles taken with other staff and other districts or local / national professional organizations

NOTES

STRAND III: PERSONNEL & PROFESSIONAL LEARNING

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes and beliefs necessary to create a culture with high levels of learning for all.

STANDARD 2: PROFESSIONAL LEARNING

Professional learning is conducted with colleagues across the school/district on improving staff practices and student achievement.

BENCHMARK A: COLLABORATION

Professional development is conducted with colleagues across the school/district on improving staff practices and student achievement.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Staff Participates in Learning Teams Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.	<input type="checkbox"/> The school encourages teachers to meet to discuss professional development experiences but common time is not built into the school schedule.	<input type="checkbox"/> Teachers from the same department or grade level have the opportunity to meet periodically to collaborate around common professional development experiences.	<input type="checkbox"/> Teams of staff members within and across grade levels and/or departments (including English Language Learners & Special Education) meet periodically to collaborate around context-embedded professional development.	<input type="checkbox"/> Teams of staff members within and across grade levels and/or departments (including English Language Learners & Special Education) meet weekly to collaborate around context-embedded professional development. <input type="checkbox"/> Professional development initiatives are enhanced through constructivist practice including action research, peer study groups and demonstration classrooms within the school. <input type="checkbox"/> The highest priority of the school is in the maintenance of consistency in both the time and membership of collaborative teams.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Team meeting agendas and minutes	<input type="checkbox"/> Description of collaborative practices occurring within and across grade levels and content areas
<input type="checkbox"/> Professional development schedule	<input type="checkbox"/> Evidence of regularly-scheduled professional development opportunities
<input type="checkbox"/> Survey	<input type="checkbox"/> Teacher reports of variety of opportunities for context-embedded professional development; teacher reports of coaching/mentoring opportunities
<input type="checkbox"/> Common Planning Time Schedule	<input type="checkbox"/> Documentation of scheduling of planning time for teacher teams
<input type="checkbox"/> Professional Development Plan	<input type="checkbox"/> Demonstration of implementation strategies that incorporate collaboration such as coaching/mentoring, action research or peer study groups

NOTES

STRAND III: PERSONNEL & PROFESSIONAL LEARNING

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes and beliefs necessary to create a culture with high levels of learning for all.

STANDARD 2: PROFESSIONAL LEARNING

Professional learning is conducted with colleagues across the school/district on improving staff practices and student achievement.

BENCHMARK B: CONTENT AND PEDAGOGY

Professional development at schools/districts emphasizes both content and pedagogy of teaching and learning.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Uses Best Practices Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.	<input type="checkbox"/> Professional development initiatives are controlled from the district level with limited input allowed from the individual school site.	<input type="checkbox"/> Professional development initiatives follow from the school improvement plan with limited input from staff members and there is little connection from one initiative to the next.	<input type="checkbox"/> All professional development activities are based on current research and best practices. <input type="checkbox"/> Professional development is driven by district standards and student data and focuses on both content and pedagogy.	<input type="checkbox"/> All professional development, driven by district standards and student data, is based on current research and best practices and has been shown to demonstrate effectiveness in classroom application. <input type="checkbox"/> The school offers on-going opportunities for staff to acquire and apply interrelated long-term professional development content to practice. <input type="checkbox"/> Professional development initiatives train teachers to integrate core skills (for example, literacy, mathematics and higher order thinking) into all content areas.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Meeting agendas and minutes	<input type="checkbox"/> Documentation of discussions of instructional practices
<input type="checkbox"/> Observational protocols	<input type="checkbox"/> Demonstration of on-going use of instructional practices discussed during collaborative meeting time
<input type="checkbox"/> Surveys	<input type="checkbox"/> Extent to which staff reports integration of professional development strategies into classroom practice in core content areas

NOTES

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>3. Induction / Mentoring / Coaching</p> <p>To enhance the quality of instruction at the school, each new staff member participates in an extensive induction program prior to the beginning of school. A mentor/coach with common responsibilities is assigned to each new staff member and maintains a mentoring relationship over time.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> New staff meet with the principal prior to the start of school. <input type="checkbox"/> The school is in the process of designing a mentoring program. 	<ul style="list-style-type: none"> <input type="checkbox"/> New staff receive a day-long orientation prior to the start of school. <input type="checkbox"/> New staff are assigned a staff member who answers any questions the new staff member may have. 	<ul style="list-style-type: none"> <input type="checkbox"/> A structured induction program for all new instructional staff lasts three or more days and occurs prior to the formal teaching experience. <input type="checkbox"/> Each new staff member is assigned a mentor chosen from the experienced teachers at the school. Mentors serve as coaches for new staff for at least a three year period. Mentors provide modeling of instruction and feedback on the mentee's instructional practice. 	<ul style="list-style-type: none"> <input type="checkbox"/> A structured induction program for all new instructional staff lasts a week or longer and occurs prior to the formal teaching experience. <input type="checkbox"/> Each new staff member is assigned a job-alike mentor chosen from the experienced teachers at the school. <input type="checkbox"/> A comprehensive professional development program provides on-going training for the mentors in curricular content as well as interpersonal skills. <input type="checkbox"/> The mentors are organized into support networks to enhance their mentoring skills.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> New teacher orientation materials	<input type="checkbox"/> Description of induction and mentoring program
<input type="checkbox"/> Survey	<input type="checkbox"/> Value that new and experienced teachers place on the induction/mentoring program

NOTES

STRAND III: PERSONNEL & PROFESSIONAL LEARNING

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes and beliefs necessary to create a culture with high levels of learning for all.

STANDARD 2: PROFESSIONAL LEARNING

Professional learning is conducted with colleagues across the school/district on improving staff practices and student achievement.

BENCHMARK C: ALIGNMENT

School/district professional development is needs-based, aligned, job-embedded, and results-driven.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Aligned Professional development is strategically aligned with the school improvement plan. The expected outcome from these initiatives is an increase in student achievement.	<input type="checkbox"/> The majority of the professional development decisions are based upon the needs or desires of teachers or the principal. Little attention is paid to the standards and benchmarks under which the school is supposed to operate.	<input type="checkbox"/> Although there is an effort to align professional development initiatives to school improvement planning and district initiatives, sometimes the needs of individuals and/or groups of staff members frequently take precedence.	<input type="checkbox"/> A committee of staff members from across the grade levels and content areas has been formed to assure that professional development is directly linked to the school improvement plan, district initiatives and the Michigan Curriculum Framework.	<input type="checkbox"/> All professional development experiences are aligned with the Michigan Curriculum Framework, district initiatives and the school improvement plan.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Records and reports of curriculum committees	<input type="checkbox"/> Documentation of the cycle of curriculum review and discussions of alignment of curriculum with the Michigan Curriculum Framework and the Grade Level Content Expectations
<input type="checkbox"/> Documentation of professional development initiatives	<input type="checkbox"/> Description of the extent and types of self-determined professional development that is occurring
<input type="checkbox"/> School Improvement Plan	<input type="checkbox"/> Inclusion of professional development initiatives and their relationship to the student achievement goals in the plan

NOTES

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Job-Embedded Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.	<input type="checkbox"/> Professional development activities are seen as “events” and tend to be isolated, whole-group training sessions with no systematic follow-up support.	<input type="checkbox"/> Professional development initiatives are focused primarily on the district agenda. <input type="checkbox"/> Although no formal structures to follow up on professional development are in place, teachers are encouraged to apply their learning and share the outcomes with colleagues.	<input type="checkbox"/> The professional development is tied directly to the enhancement of curriculum and teaching practices. <input type="checkbox"/> The school encourages teachers and other staff to provide training to their peers in order to provide relevant and meaningful in-house professional development. <input type="checkbox"/> Professional development initiatives take into account the diversity of staff experience, backgrounds, areas of expertise and teaching assignments.	<input type="checkbox"/> Integrated, structured and extensive opportunities for staff to pursue professional development are part of the regular school schedule. <input type="checkbox"/> The school provides relevant, job-embedded professional development such as: coaching (peer and/or expert), facilitated study groups and action research. <input type="checkbox"/> The professional development initiatives are widely varied and include opportunities for participation of all adults whether certified or non-certified.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Professional development plans and descriptions	<input type="checkbox"/> Description of opportunities experienced by teachers to study new instructional, assessment or classroom management techniques and strategies in their classrooms and their interaction with peers and other support personnel around these opportunities; professional development delivery options including modeling and demonstration
<input type="checkbox"/> Professional Development Logs	<input type="checkbox"/> Description of activities that demonstrate involvement in job-embedded professional development
<input type="checkbox"/> School Improvement Plan	<input type="checkbox"/> Description of professional development initiatives and their job-embedded nature

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Results-Driven Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program and the impact on student achievement,	<input type="checkbox"/> Professional development initiatives are primarily district-driven. Although the professional development activities are formally evaluated, the results of the evaluations have little or no impact on future professional development initiatives.	<input type="checkbox"/> Professional development initiatives are aligned with the school improvement plan. <input type="checkbox"/> Formal evaluations of the initiatives are conducted upon their completion and the results of these evaluations are considered for future professional development.	<input type="checkbox"/> The professional development evaluation results are used to determine the level of support that is needed, the type of follow-up activities and any future plans. <input type="checkbox"/> A comprehensive evaluation plan for professional development is in place and includes an assessment of effective implementation, the impact on teacher practice and positive changes in student achievement.	<input type="checkbox"/> The evaluation of the professional development initiatives are ongoing and embedded within the structure of the particular initiative. Individual teachers and teacher teams analyze the results of the initiative based upon changes in teaching practice. <input type="checkbox"/> A continuous improvement cycle is the foundation of all professional development initiatives. Results are continually analyzed by individual teachers and teacher teams based upon changes in instructional practice and student achievement.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School improvement plan	<input type="checkbox"/> Role of data analysis in strategies to improve student learning; frequency and comprehensiveness in data-gathering and extent to which data is analyzed to monitor student progress
<input type="checkbox"/> Survey	<input type="checkbox"/> Reports of the value placed upon and the attitudes toward the relationship between student achievement and professional growth
<input type="checkbox"/> Professional development plan	<input type="checkbox"/> Role that evaluation plays in analysis of the effectiveness of professional development and its impact on student achievement

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
2. Diversity The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status and belief system. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.	<input type="checkbox"/> Any communication that takes into account the diversity of the parents and families is dependent on the initiative of individual staff members.	<input type="checkbox"/> The school makes an effort to communicate with parents and families at traditional school functions such as parent/teacher conferences and PTO sponsored events.	<input type="checkbox"/> The school employs a specified set of strategies and techniques based upon the diversity of the population (language, culture, economic status, belief systems.) These strategies and techniques facilitate open and direct two-way communication with these diverse families.	<input type="checkbox"/> The school employs a variety of communication strategies and techniques based upon the diversity of the population (language, culture, economic status, belief systems.) These strategies and techniques facilitate open and direct two-way communication with these diverse families. <input type="checkbox"/> The school has a plan in place to assess the effectiveness of its communication system with all of its diverse populations. Changes are made to the strategies and techniques in place in response to the results of assessment.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School/district communications/forms	<input type="checkbox"/> Extent to which writing is direct, avoids jargon and displays sensitivity to a wide range of reading/comprehension levels; translation into languages spoken in the home
<input type="checkbox"/> Staffing	<input type="checkbox"/> Availability of bilingual staff and volunteers to communicate with parents during school events; availability of childcare for parent meetings and conferences
<input type="checkbox"/> Meeting schedule	<input type="checkbox"/> Extent to which meetings are held in a variety of convenient locations and times
<input type="checkbox"/> School calendar	<input type="checkbox"/> Demonstration of attempts to avoid scheduling conflicts with cultural/religious days of significance

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Extended Learning Opportunities</p> <p>The school is seen as a “learning organization” and the parents are an integral part of this philosophy. Numerous extended learning opportunities are provided to parents in order to enhance their own education as well as to reinforce and support their children learning at home.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Parent/family involvement activities occur at the school on an infrequent basis. <input type="checkbox"/> Communication about curriculum is provided primarily through traditional events such “Back-To-School Night” and parent/teacher conferences. Any additional communication occurs through notes, newsletters and other forms of written communication. 	<ul style="list-style-type: none"> <input type="checkbox"/> Periodic school parent/family involvement activities occur at the school. <input type="checkbox"/> Parents/families receive periodic information about their child’s instructional program. <input type="checkbox"/> The primary mode of assistance provided to parents of lower achieving students is through contacts with the classroom teacher. <input type="checkbox"/> An event occurs at least annually focused on providing information to parents/families about their child’s curriculum and instructional program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Periodic parent/family involvement activities occur at the school, some of which extend beyond the walls of the school and into the neighborhoods that contribute to the diversity of the school. <input type="checkbox"/> The school provides some opportunities for parents to learn how to improve their own skills and support their children’s learning through classes, seminars, print material and direct contact with their child’s teacher. <input type="checkbox"/> Periodic opportunities are provided to parents/families to learn about their child’s instructional program. <input type="checkbox"/> Some assistance is provided to parents of lower achieving students to help them provide additional academic support and guidance for their children at home. 	<ul style="list-style-type: none"> <input type="checkbox"/> School parent/family involvement activities are diverse, frequent and extend beyond the walls of the school and into the neighborhoods that contribute to the diversity of the school. <input type="checkbox"/> The school provides numerous opportunities for parents to learn how to improve their own skills and support their children’s learning through classes, seminars, print material and direct contact with their child’s teacher. <input type="checkbox"/> Frequent opportunities are provided to parents/families to become knowledgeable about their child’s instructional program. <input type="checkbox"/> A targeted program is in place to help parents of lower achieving students provide additional academic support and guidance for them at home. <input type="checkbox"/> A comprehensive volunteer training program to support student achievement is in place, organized and lead by parents.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Newsletters; websites; teacher print distributions	<input type="checkbox"/> Information on extended learning opportunities made available to parents; description of parent nights; opportunities for students to continue their learning at home; website that includes extended learning opportunities
<input type="checkbox"/> School committee participation lists and minutes	<input type="checkbox"/> Degree to which parents participate on school committees
<input type="checkbox"/> Invitations to meetings and programs	<input type="checkbox"/> Description of meeting locations and types of meetings held

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
3. Decision-Making The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to assure that the demographics of parents in leadership roles represent the diversity of the school population.	<input type="checkbox"/> The basic leadership role of parents is to participate in the parent organization. <input type="checkbox"/> The parent organization serves primarily as a fund-raising organization at the school.	<input type="checkbox"/> There is limited parent involvement on school improvement committees. <input type="checkbox"/> The school makes an attempt to solicit feedback regarding important school decisions but no coordinated structures are in place for this purpose. <input type="checkbox"/> The parent organization serves a variety of traditional roles at the school such as fund raising, classroom support and organizing school-wide activities.	<input type="checkbox"/> Parents are members of school improvement committees and their feedback is solicited and welcomed. <input type="checkbox"/> The school attempts to balance parent membership on committees to reflect the demographics of the student population. <input type="checkbox"/> The parent organization has a designated role in the school that goes beyond the traditional role and includes some initiatives designed to improve student achievement.	<input type="checkbox"/> The school provides a structure for parents to serve as liaisons and provide feedback to the school from the entire parent community. <input type="checkbox"/> Parents serve in leadership roles on school improvement teams. <input type="checkbox"/> The school makes purposeful efforts to ensure that the demographics of parent leadership reflects the diversity of the school population. <input type="checkbox"/> The parent organization serves many important roles at the school. The organization works as a partner with school staff to enhance efforts to improve student achievement and over-all school success. The membership of the organization is reflective of the student population being served.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School improvement committee list	<input type="checkbox"/> Inclusion of parents
<input type="checkbox"/> Parent organization committee membership	<input type="checkbox"/> Number and diversity of parents involved
<input type="checkbox"/> School/district curriculum and program committees	<input type="checkbox"/> Extent of parent involvement on these committees
<input type="checkbox"/> Parent organization Activities list	<input type="checkbox"/> Diversity of roles served by the parent organization in enhancing student achievement

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Diversity</p> <p>In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.</p>	<p><input type="checkbox"/> Any communication with diverse community organizations is dependent on the initiative of individual staff members.</p>	<p><input type="checkbox"/> The school's communication to diverse organizations within the community is primarily one-way. Its community relations program provides periodic information on school activities to the community.</p>	<p><input type="checkbox"/> The school employs a specified set of strategies and techniques based upon the diversity of the population (language, culture, economic status, belief systems.) These strategies and techniques facilitate open and direct two-way communication with diverse community organizations.</p> <p><input type="checkbox"/> The school communicates with diverse community organizations through publicizing the accomplishments and the needs of the student population and inviting members of the organizations opportunities to participate in school activities.</p>	<p><input type="checkbox"/> The school has a community relations program that takes into account language, culture, economic status and belief systems.</p> <p><input type="checkbox"/> The school regularly communicates with the diverse organizations located in the community. This program employs a variety of communication strategies and techniques based upon the diversity of the population. These strategies and techniques facilitate open and direct two-way communication with a variety of diverse community organizations.</p> <p><input type="checkbox"/> The school's community relations program provides frequent up-to-date information to the community on school activities as well as the accomplishments and the needs of the student population.</p> <p><input type="checkbox"/> The school has a system in place to assess the effectiveness of its communication system with all of its diverse organizations. Changes are made to the strategies and techniques in place in response to the results of assessment.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School and district written communications and forms	<input type="checkbox"/> Extent to which print material avoids jargon and complex writing and demonstrates sensitivity to a wide range of reading/comprehension levels; translation into languages spoken in the home
<input type="checkbox"/> Translation services	<input type="checkbox"/> Communication of contact information to appropriate parents
<input type="checkbox"/> Staffing at parent events	<input type="checkbox"/> Extent to which bilingual staff and volunteers are available to assist in translation during student enrollment, parent conferences and other parent communication events
<input type="checkbox"/> Meeting flyers	<input type="checkbox"/> Extent to which meetings are held in a variety of sites at a variety of times to facilitate participation of all parents; provision of child care
<input type="checkbox"/> School calendar	<input type="checkbox"/> Avoidance of scheduling conflicts with cultural/religious days of significance

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>3. Community Agencies</p> <p>Community agencies play a key role at the school in providing services to students and families. They work collaboratively and share resources with the school to strengthen the comprehensive network of support.</p>	<p>□ The school provides mandated supports in health and social services. Any additional support is referred to outside agencies.</p>	<p>□ Student and family access to community agencies is focused on services and treatment and is available on an as needed basis.</p> <p>□ Community agency support to families and students is focused on services and treatment.</p>	<p>□ The school has established connections with some community agencies provide services and treatment as well as prevention and early intervention.</p>	<p>□ The school has established partnerships with community agencies to supplement comprehensive health and human services to students and families.</p> <p>□ Services provided by community agencies are culturally and linguistically appropriate.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> School records	<input type="checkbox"/> Documentation of referrals and follow-up services provided by a variety of community agencies
<input type="checkbox"/> Contracts, agreements	<input type="checkbox"/> Collaboration between school/district and community agencies to provide priority services to high need students; offering of parenting workshops by various agencies
<input type="checkbox"/> School schedule, calendar	<input type="checkbox"/> Examples of screenings by the county health department; dental and health services/clinics available
<input type="checkbox"/> Listings, databases	<input type="checkbox"/> School social worker maintains a file of community agencies able to provide numerous resources for a variety of family needs

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SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Systematic</p> <p>There is systematic generation, identification, collection and storage of relevant data about the operation of the school, including its staff and students.</p>	<p><input type="checkbox"/> The only data that is systematically entered into the data system is that required for various compliance reasons, such as attendance or grades.</p>	<p><input type="checkbox"/> Some data is gathered and entered into the data system on a regular basis.</p> <p><input type="checkbox"/> Most regular data entry is done by a few key staff members.</p> <p><input type="checkbox"/> Other data is entered into the data system when a specific need is identified.</p>	<p><input type="checkbox"/> The staff in the school know what data needs to be entered into the data system and how to do it, although this is not necessarily documented.</p> <p><input type="checkbox"/> Most data is entered into the system correctly and in a timely manner, but without regular oversight by staff members who have that responsibility.</p> <p><input type="checkbox"/> The school is using its data system to support its operations.</p> <p><input type="checkbox"/> Most of the staff support the data system as appropriate to their role.</p>	<p><input type="checkbox"/> Defined/documented processes exist for all data required by the data system.</p> <p><input type="checkbox"/> Administrative oversight ensures that data processes are implemented in a timely, accurate manner.</p> <p><input type="checkbox"/> Generating, identifying, collecting and storing data is a routine part of how the school does business.</p> <p><input type="checkbox"/> Everyone in the school supports the use of the data system as appropriate to, and defined for, their role.</p>

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Survey	<input type="checkbox"/> Extent of support for the data system; effectiveness and timeliness of data collection processes; how and when data is collected; knowledge of data system
<input type="checkbox"/> Data system documentation	<input type="checkbox"/> Description of data processes
<input type="checkbox"/> School Improvement plan	<input type="checkbox"/> Description of data to be collected, process for collection and personnel responsible for collection

NOTES

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
4. Multiple Sources The school generates, identifies, collects and stores data from many different sources for use in determining the technical quality of the data, supporting more robust analyses and supporting more accurate data-based decision-making.	<input type="checkbox"/> The school relies on data from State and national tests (perhaps mandated by the district) and limits the use of comparable data from multiple sources to that provided, if any, by these tests.	<input type="checkbox"/> The school identifies and collects multiple indicators for data used to make critical, high-stakes decisions, such as standards attainment, retention, summer school, or special program placement. <input type="checkbox"/> There is a dialogue in the school about expanding the variety and sources of data, with attention to using various methods to collect comparable indicators.	<input type="checkbox"/> The school identifies and collects multiple indicators of key data, such as student attainment of standards. <input type="checkbox"/> The school utilizes a variety of data-gathering methods and instruments for its key data. <input type="checkbox"/> Data is collected longitudinally and accurately tied to individual students where appropriate. <input type="checkbox"/> Process and perception data is collected and put in the data system, but not generally from multiple sources or using different methods. <input type="checkbox"/> There is an active discussion in the school that is moving the data system towards being more complete and useful .	<input type="checkbox"/> The school intentionally identifies, collects and stores multiple indicators of all data where this is needed for subsequent analysis and decision-making. <input type="checkbox"/> A variety of data collection methods and instruments are employed on a regular basis. <input type="checkbox"/> Data is gathered in a way that will support comparability. All student data is accurately tied to individual students (except where this is not appropriate such as anonymous surveys). <input type="checkbox"/> Data is routinely gathered over time to provide accurate longitudinal information.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Policies and procedures handbook	<input type="checkbox"/> Description of processes used to gather data, types of collection methods employed and instruments used
<input type="checkbox"/> Data documentation	<input type="checkbox"/> Collection methods and instruments employed
<input type="checkbox"/> Data arrays and student records	<input type="checkbox"/> Description of types and sources of data gathered on each student and analysis across students; display of attainment of standards
<input type="checkbox"/> Administrative software	<input type="checkbox"/> type of software used to collect and store data

NOTES

STRAND V: DATA AND INFORMATION MANAGEMENT

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

STANDARD 1: DATA MANAGEMENT

The school has policies, procedures and systems for the generation, collection, storage, and retrieval of its data.

BENCHMARK C: DATA SUPPORT

The system provides multiple types and sources of data.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>1. Process</p> <p>Defined / documented data support processes exist for the use of the data system and the management of the school's data resources.</p>	<ul style="list-style-type: none"> □ Staff are largely on their own when it comes to processes for using the data system. □ There has been some dialogue regarding collaborative use of data in the school, but it is not evident as a professional practice. □ The school lacks internal expertise in data management processes. □ Training in data management processes has not been provided to the staff, although some individuals may have attended workshops on their own. 	<ul style="list-style-type: none"> □ Some of the staff uses the data system through a set of loosely defined processes that allow them to access the data they need. □ Collaborative use of data is occurring in the school, but is not wide spread. □ A few school staff are investigating the possibility of expanding data management processes to meet their needs or assist colleagues or school committees. □ Little expertise in data management processes exists with the school. The school is dependent on outside help for most process issues. □ A little training has been provided on data management processes, but not much. 	<ul style="list-style-type: none"> □ Most of the staff uses the data system through a set of defined processes that allow them to access the data they need in a way that is useful on a regular basis. □ Collaborative use of data is an established process that is widely used in the school. □ Some school staff are engaged in expanding data management processes to meet the needs of the school. □ Some expertise in data management processes exists with the school, but the school is dependent on outside (district) help for many process issues. □ Training has been provided on data management processes and is repeated/updated occasionally. 	<ul style="list-style-type: none"> □ All staff in the school are engaged in the routine use of the data system through well-defined processes. □ Collaborative use of data is a well-established process that is an integral part of how the school functions. □ School staff are actively engaged in creating/expanding data management processes to meet their needs. □ A layered system of support for data management processes exists: <ul style="list-style-type: none"> • School staff receives ongoing training in processes for managing data. • Expertise exists within the school to support the staff in the use of defined data management processes. • Expertise exists within the district to support the school data experts and general staff use of the data system.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Agendas / minutes	<input type="checkbox"/> Extent to which meetings and discussions center around use of data and increasing expertise in its use; professional development initiatives centered around increasing expertise in data use and management
<input type="checkbox"/> Surveys	<input type="checkbox"/> Described expertise in and professional development experienced regarding data management

NOTES

STRAND V: DATA AND INFORMATION MANAGEMENT

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

STANDARD 2: INFORMATION MANAGEMENT

The school/district staff collaborate to derive information from data and use it to support decisions.

BENCHMARK A: ANALYSIS AND INTERPRETATION

Staff use appropriate methods to examine data and collaboratively determine its possible meaning.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>1. Analysis</p> <p>Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.</p>	<ul style="list-style-type: none"> □ Limited data is analyzed to turn it into useful information, primarily to summarize. Some examination may take place. Dialogue about the use of data to predict and prevent is not yet evident. □ Analysis of data that has direct impact on instruction is limited. □ The effectiveness of programs and practices is not yet being analyzed based on data in the system. □ Standard analyses are limited to disaggregation of state and national test results by mandated demographics. □ Non-standard analyses are not being conducted. □ Although some staff members have skills in data analysis, one individual is responsible for data summation and interpretation. □ Staff members do not have regular opportunities to analyze data that compares targeted groups over time. 	<ul style="list-style-type: none"> □ Some of the data in the system is analyzed to turn it into useful information, primarily to summarize and examine. There is dialogue in the school about the use of data to predict and prevent, but such practice is not yet evident. □ Teachers are analyzing some data that has direct impact on their instructional decisions. □ The effectiveness of a few programs and practices is analyzed based on data in the system. □ A few standard analyses are repeated as new data becomes available. □ Only simple, non-standard analyses are conducted as unique questions arise. □ Some staff members have the ability to analyze and interpret multiple types of data. 	<ul style="list-style-type: none"> □ Somewhere within the school most of the data in the system is regularly analyzed to turn it into useful information that is used to summarize, examine, predict and prevent. □ Teachers routinely analyze the data that has direct impact on their instructional decisions. □ The effectiveness of major programs and practices is analyzed based on data in the system. □ Major standard analyses are repeated as new data becomes available. □ A few non-standard analyses are conducted as unique questions arise. □ The majority of instructional staff are skilled in the analysis and interpretation of multiple types of data. 	<ul style="list-style-type: none"> □ The entire school staff routinely analyzes the data in the system to turn it into useful information that is used to summarize, examine, predict and prevent. □ Instructional decision-making is universally based on the expert use of robust data. □ The efficacy of all programs and practices is routinely analyzed based on data in the system. □ Standard analyses are repeated as new data becomes available. □ Non-standard analyses are conducted as unique questions arise. □ All instructional staff are skilled in the analysis and interpretation of multiple types of data.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Data reports	<input type="checkbox"/> Description of data sources, types of disaggregation, time periods covered and how the data is arrayed
<input type="checkbox"/> School Improvement team meetings, staff meeting agendas / minutes	<input type="checkbox"/> Description of the role of data and data analysis in improvement of student achievement and school processes
<input type="checkbox"/> Surveys	<input type="checkbox"/> The role played by data analysis at the school, committee and individual staff levels
<input type="checkbox"/> Lesson plans	<input type="checkbox"/> Analysis of the role played by data in instructional practices

NOTES

SCOPE OF PRACTICE

CHARACTERISTIC/KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2. Dialogue About Meaning</p> <p>The school community is engaged in dialogue about the meaning of the information derived from the analysis of their data.</p>	<ul style="list-style-type: none"> □ Some staff are curious about the use of data and may be advocating for conversations about its use and meaning. □ The examination of data, and dialogue about its meaning, is infrequent and usually within traditional structures, such as all-staff meetings. □ Collaborative conversations about the meaning of the information derived from the analysis of the school's data are rare. □ Most staff lacks the skills and knowledge to engage in meaningful dialogue about data. □ It may be uncomfortable to have difficult conversations about the meaning of school data. 	<ul style="list-style-type: none"> □ There is an interest among the teaching staff in talking about the meaning of the information derived from an analysis of the school's data. □ Staff is beginning to understand the need for a critical examination of their data; there is still a tendency to draw conclusions without considering alternative interpretations and seeking contrary perspectives. □ The examination of data and dialogue about its meaning occur most often in traditional structures such as grade level or departmental meetings. □ Some staff have the skills and knowledge needed to have difficult conversations about the meaning of data, but the ability to facilitate and participate in true dialogue is not yet widespread. 	<ul style="list-style-type: none"> □ There is a high level of acceptance at the school on the importance of data in decision-making □ Staff willingly participates in dialogue about the meaning of the information derived from the analysis of their data, and the entire school staff is regularly involved in this dialogue. □ Staff is learning to look at their data skeptically and not jump to conclusions. □ Staff is learning to evaluate their data effectively, making decisions based on the data after substantive conversation. □ All teachers, and many other staff, are engaged in collaborative teams that structure and facilitate the dialogue about the meaning of data. □ Staff has the basic skills and knowledge needed to engage in difficult dialogue about the meaning of data and the school is generally a comfortable place for such dialogue. 	<ul style="list-style-type: none"> □ The meaningful use of data is considered a professional cornerstone of the school. □ There is a constant dialogue in the school about the meaning of the information derived from the analysis of the school's data. This dialogue involves the entire school community and is an integral part of how the school functions. □ The dialogue about the meaning of data is deliberate and based on skeptical inquiry. Staff resists jumping to conclusions; contrary opinions are sought and alternative interpretations/ explanations are explicitly considered. □ Processes are in place, such as collaborative teams, to structure and facilitate the dialogue about the meaning of data. □ The dialogue about the meaning of data is safe: all staff have and use the personal skills and professional knowledge to engage in difficult conversations about the meaning of their data, especially the efficacy of their programs and practices as they relate to the results being obtained with their students.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Agendas/minutes from School Improvement staff and/or grade/course meetings	<input type="checkbox"/> Description of dialogue around data and data-based decision-making
<input type="checkbox"/> Agendas/minutes from Parent Advisory Council and/or Parent-Teacher Association, Board of Education meetings	<input type="checkbox"/> Description of discussion around data and data-based decision-making
<input type="checkbox"/> Surveys	<input type="checkbox"/> Staff and other stakeholder attitudes regarding data dialogues and data based decision making

STRAND V: DATA AND INFORMATION MANAGEMENT

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

STANDARD 2: INFORMATION MANAGEMENT

The school/district staff collaborate to derive information from data and use it to support decisions.

BENCHMARK B: APPLICATIONS

Data is used to inform school decisions including monitoring and adjusting teaching for learning.

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
1. Dissemination The information and meaning resulting from the analysis and interpretation of the school's data is shared in a variety of ways with a broad range of stakeholders in a timely manner.	<input type="checkbox"/> Information derived from the analysis and interpretation of the school's data is not widely shared, and is often on a need-to-know basis. <input type="checkbox"/> Information is often not made available prior to, or in conjunction with, decisions that it leads to and/or supports. <input type="checkbox"/> Attempts are made to solicit input on data-based decisions made at the school level.	<input type="checkbox"/> The school is attempting to share internally the information and meaning derived from the analysis and interpretation of its data. <input type="checkbox"/> Information is sometimes shared in advance of decisions, but not always. The information that has led to and/or supports decisions is usually shared within the school along with the decision.	<input type="checkbox"/> The school goes beyond merely making data available to sharing the information internally. Occasionally, the information and meaning derived from the analysis is shared with the broader school community. <input type="checkbox"/> Information is often shared internally, when possible /appropriate, in advance of decision-making. <input type="checkbox"/> Inside the school, information is shared with the appropriate audience through a variety of report formats. <input type="checkbox"/> Limited information is made available to stakeholders who are not authorized users of the data system.	<input type="checkbox"/> The school goes beyond merely making data available to actively sharing the information and meaning derived from its analysis and interpretation with the broader school community whenever possible/appropriate. <input type="checkbox"/> Information is always shared, when possible / appropriate, in advance of decision-making. <input type="checkbox"/> Information is shared with instruction staff through a variety of report formats and opportunities are provided for teams and individuals to analyze and interpret this information based upon the school's teaching and learning goals. <input type="checkbox"/> Information is made available to stakeholders who are not authorized users of the data system through various standard and special report formats and reporting mechanisms as appropriate.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<input type="checkbox"/> Staff and parent meeting agendas/ minutes <input type="checkbox"/> School newsletters <input type="checkbox"/> Annual Report <input type="checkbox"/> Board of Education Reports	<input type="checkbox"/> Description of processes employed and types of data shared with stakeholders
<input type="checkbox"/> Data reports	<input type="checkbox"/> Description of data reporting process

SCOPE OF PRACTICE				
CHARACTERISTIC/ KEY ATTRIBUTES	GETTING STARTED	PARTIALLY IMPLEMENTED	IMPLEMENTED	EXEMPLARY
<p>2.Data-Driven Decision Making</p> <p>Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.</p>	<ul style="list-style-type: none"> □ The school is just beginning to have conversations about data-driven decision making. □ The data available to the school to support decision-making is limited primarily to some demographics and student achievement results from State and national tests. □ The school relies primarily on mandated testing data or other broad achievement measures and staff input rather than student and school data to evaluate its improvement strategies. 	<ul style="list-style-type: none"> □ The use of data to support decision-making is viewed as important in some contexts, but not all. □ The data system is used to support some decisions about many students. □ Most of the staff use the data system at least occasionally, a few use it frequently. □ A sense of common ownership towards the results being obtained in the school is emerging. □ The data system does not yet contain the data needed to monitor and adjust programs and practices, although some of this data is being collected occasionally and analyzed in other ways. School improvement efforts are focused directly on impacting student achievement. School practice does not emphasize the gathering of data on instructional practices and school processes. □ The data system is not yet fully operational. An implementation plan exists, but continuous improvement of the system is not yet an overt activity. 	<ul style="list-style-type: none"> □ The proper use of data to support decision-making is an important aspect of how the school functions. □ The data system is used to support key decisions about individual students, classroom practices, and school-wide processes and programs. □ All members of the staff make regular use the data system to support their decision processes. □ Staff confers with colleagues regarding key decisions and they share a sense of responsibility for decisions that are made regarding the results being obtained in the school. □ Key programs and processes are monitored and adjusted based on data in the system. Attention is paid to sustaining effective programs/practices and improving/eliminating ineffective ones. □ The data system is periodically evaluated, opportunities for improvement noted, and modifications made. 	<ul style="list-style-type: none"> □ The school functions using "management by fact" at all levels. □ Outcome, process, perception and demographic data are routinely used in combination to derive a more complete picture of any situation requiring a decision. □ The school has designed, built and learned to use a data system that anticipates and supports most of the decisions that need to be made about individual students, classrooms practices, and school-wide processes and programs. □ The data system is in daily use by all members of the staff and effectively supports the decisions that are being made. □ Decisions are collaborative when possible/appropriate. □ The entire staff accepts responsibility for decisions that are made regarding the results being obtained in the school. □ All programs and processes are continuously monitored and adjusted based on data in the system. Effective processes/practices are replicated and institutionalized while ineffective programs are modified or eliminated. □ The data system itself is continuously evaluated and improvements are planned/implemented as needed.

POSSIBLE DATA SOURCE(S)	EXAMPLES OF DOCUMENTABLE/OBSERVABLE RESULTS
<div><input type="checkbox"/> Annual Education Report</div> <div><input type="checkbox"/> School Improvement plan</div> <div><input type="checkbox"/> Intervention and/or differentiation plans</div>	<div><input type="checkbox"/> Explanation of the role data and the data system plays in school and instructional improvement; use of data in differentiating instruction for individual students</div>
<div><input type="checkbox"/> Meeting minutes</div>	<div><input type="checkbox"/> Description of the role of data and types of data employed in school / instructional decisions</div>
<div><input type="checkbox"/> Surveys</div>	<div><input type="checkbox"/> Reports of the role played by data in school-based decisions</div>

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